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ABSTRACT

This guide offers a variety of teacher and student materials which are designed to develop student appreciation of different forms of literature, stimulate ideas for student writing, and develop or expand student understanding of story elements and writing techniques. The objectives and the student goals and expectations are stated, followed by a vocabulary list of common literature terms. Student and teacher background materials, student worksheets and activities, and teaching suggestions are presented for the following forms of literature: (1) folk tales, fairy tales, and fantasy; (2) fables; (3) myths and legends; (4) historical fiction; (5) biography; (6) science fiction; and (7) mystery. A list of films, filmstrips, and book sets used by the Iowa Area Education Agency 7 is included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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LITERATURE LINE-UP:

a study of different forms of literature for intermediate grade children

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INTRODUCTION

I have often thought, when teaching, that I would like to have at hand a reference which would remind me of the characteristics of each form of literature I introduced to my students.

Along with this teacher information, I thought I would also like some ideas for teaching these forms of literature. I did not want to go through file folders or books looking for information every time I needed it.

Well, I finally compiled all my ideas and information and got it into a form I feel I can really use. I hope it will be useful and handy for you too.

I really feel that with so much t.v. today, too many children do not learn to appreciate reading and all of the marvelous literature there is to enjoy. Because of this, I feel it is very important to introduce children to the many forms of literature which are available. I hope this booklet of ideas and information will help you in your teaching of literature.

OBJECTIVES

1. To introduce children to many different forms of literature.
2. To develop in students an appreciation for the different forms of literature.
3. To stimulate ideas for the writing of students' own creative work.
4. To introduce, or further expand, student understanding of story elements and writer techniques.

STUDENT GOALS AND EXPECTATIONS

Students will:

1. Gain an understanding of these forms of literature: folk tales, tall tales, fables, historical fiction, science fiction, biography, mystery, myths, legends, epics, and hero tales.
2. Read various books and examples of the different forms of literature.
3. Be able to locate the different forms of literature in the school library.
4. Recognize and understand the main parts of a story: characters, setting, theme, plot, mood, climax.
5. Distinguish between fantasy and reality, fact and opinion, and fact and fiction.

Common Literature Vocabulary

alliteration - a phrase or sentence in which many of the words begin with the same sound.

autobiography - the story of someone's life written by the person himself.

ballad - a form of poetry originally used to describe historic events and brave deeds. Later it was used to express light hearted events and feelings. Many were sung.

biography - a true story based on the facts of someone's life.

character traits - how someone acts or behaves.

characters - people or animals in a story or play.

climax - the most exciting part of a story.

description - what something or someone looks like or acts like.

dialogue - the talking going on in a story.

drama - a story in play form.

droll - a story of the blunders of a stupid person.

epic - a poem telling the story of heroic men and deeds.

exaggeration - going way beyond the truth in telling about or describing something.

fables - an animal tale that teaches a moral or lesson.

fact - something that can be proven true.

fairy tales - fantasy tales that have known authors.

fantasy - tales of imagination, wonder and magic set in an unreal world.

fiction - a story that is made up and not true.

first person - person telling the story uses "I". He describes events as a person in the story sees them.

flashback - referring back to an earlier time.

folk tales - old fantasy tales passed down by oral tradition whose authors are unknown.

foreshadowing - giving indication that something is going to happen before it does.

hardship - a problem to overcome; a characteristic of tall tales.

hero - someone with outstanding, ideal qualities that people look up to.

hero tale - an epic or saga about a recent hero whose biographical data can more or less be verified.

historical fiction - a story, not fact, but based on real facts, events, and people in history.

humor - something that is funny.

imagery - figurative language that provides a good mental image.

legend - a story believed to be based on an historical event that has been handed down for generations. It also may explain a why in nature if it is based on something that allegedly happened. It is also a person about whom stories have been passed on about because of something great the person did.

metaphors - figurative language in which a comparison is made suggesting a likeness between two things. Examples: The wind howled through the trees. The boat skipped over the water.

mood - the overall feeling a story gives you as created by what is going on.

moral - a lesson to be learned dealing with how you should act or behave.

mystery - fiction or non-fiction story dealing with the solving of a crime or the reasons for unnatural events.

myth - a story invented by people to explain what they did not understand. It might involve science, religion, or moral law.

mythology - a series of myths with super-natural gods as the main characters.

narrator - a storyteller in a story or play.

non-fiction - a true story based on facts.

nonsense - a silly story full of exaggeration, the unexpected, and the absurd.

oral - by word of mouth or by speaking.

personification - giving human characteristics to inanimate objects.

plot - the main story line; the most important parts of a story.

poetry - literature written in verse form arranged to create a specific emotional response.

prose - literature written in paragraph form.

realism - having characteristics that can be true or real.

repetition - saying to doing something again.

saga - like an epic, but in prose form; tells of heroic men and deeds.

science fiction - an unreal story based on scientific fact or theory that introduces ideas as yet impossible.

sequence - the order of story events.

setting - where and when a story takes place.

similes - a comparison of two things using "like" or "as". Examples: It's as red as a rose. She's as quick as a cat.

suspense - being kept in wonder or uncertainty; causing anxiety.

symbolism - something standing for or representing something else which has more or deeper meaning.

tall tales - American folk tales of exaggerated heroes.

theme - the writer's reason for writing a story; a message or lesson to be shared with the reader.

third person narrative - the teller of the story is not involved in the story itself or what is being said.

Name_____

Recognizing the Parts of a Fiction Story

These are common parts of a fiction story which you should be familiar with. Keep this to help remind you.

1. Characters- People or animals in the story.
2. Setting - Where and when the story takes place.
3. Sequence - The order in which story events take place.
4. Mood - The overall feeling a story gives you as created by what is going on.
5. Plot - The main story line. The most important events. It includes:
   a. introduction
   b. problem
   c. action arises
   d. climax - the most exciting part of the story
   e. action falls
   f. ending
6. Theme - The writer's reason for writing the story. A message or lesson to be shared with the reader.

Folk Tales, Fairy Tales, & Fantasy

Folk tales and fairy tales are both types of literature classified as fantasy. They have many characteristics in common, so their names are often interchanged. However, they are not exactly the same.

Fairy tales are stories with imaginary creatures and events that could not take place in real life. Folk tales are often fairy tales, but fairy tales are not always folk tales. Fairy tales may be modern. They always have an author. On the other hand, folk tales are old tales coming from an oral tradition. Their original authors are unknown.

Examples of fairy tales would be "The Ugly Duckling" or "Sleeping Beauty". These stories have authors. "Jack and the Beanstalk" and "The Old Woman and Her Pig" are examples of old tales that do not have a known author.

Keeping in mind that there may be similar characteristics for both types of tales, I would like to tell more about each type.

Fantasy, in general, is often a tale of magic. It may start out realistically, but quickly involve imaginative adventures. There are often strange, astonishing dreamlike incidents. Animals in these stories often talk and have human traits. Both folk and fairy tales have many of these characteristics.

It has been said that folk tales are as old as language. They are a part of our lives that date back for centuries. They are the inherited and accumulated wisdom of our ancestors that were passed to us in the oral tradition.

Folk tales come from a time when most people were illiterate. Before stories were written down or books printed, there was only one way to pass on these stories from generation to generation. That way was to tell and retell them orally.

The telling of these stories was many times the only form of entertainment the people had. They would sit around the fire at night and tell the folk tales of the place in which they lived.

Told generation after generation, these stories were not just entertainment. They projected the deepest wishes of the folk. They contained a philosophy on life and sometimes religious beliefs. They told the living tradition. The ideals and characteristics that the common folk held high were put forth in these tales.

The people who told the traditional stories were people living under many diverse conditions and in many varied areas -- under kings and emperors, in mountains, valleys, and forests. But, these

people and people today have a common love for certain things - human good nature, wisdom, and enterprise. People now continue to have the same feelings and many of the same wishes and fantasies that folk tales encompass. No matter how old these tales, they still offer something to be learned and appreciated.

The folk story is, today, most exclusively the child's. It is shared by older people usually through memory and association and not continued use. Too often these stories are viewed as kids' stuff or babyish stories that should be left behind as one grows up. But, only a small portion of folk tales were actually composed for and told to children in the beginning. They told the mature customs, lives, beliefs and emotions of an adult world. So, folk tales are not just for kids.

Many parents today do not tell these folk stories to their children as was once done, so I feel it is a teacher's responsibility to tell children of these tales and allow them to read and discover them.

No one had really ever studied folk tales until the early 1800's. Two German brothers named Jacob and Wilhelm Grimm became the first collectors of folklore.

The Grimm brothers began a career in law, following their father's profession. However, they became interested in the German language. From this they began to learn about all the stories that country people knew. They decided to use these folk tales as a source of a scientific study of their people and their history. The Grimm brothers were the first to recognize folk tales for their real worth to all peoples of the world.

As the study of folk tales spread, it was noticed that many variations of the same stories turned up in places very far away from each other. Many theories were made as to how this could have happened. Could the tales have come from a common language, or a common place? Were they old myths? Anthropologists believed that primitive men living in different places could have the same primitive beliefs leading to similar stories. No one is really sure, however, how this happened.

Most of the best known folk tales have come from Europe. Only recently have many other people in other countries started to write down their folktale tradition. Folk tales from the world over are now ours for the reading and telling.

Common types of folk tales are:

1. Stories set in an unreal world with vague settings and without a definite locality. They are filled with the marvelous. They have heroes, kingdoms, princesses, etc.

2. Animal stories with the animals as protagonists.

3. Cumulative stories which have successive incidents and patterns of repetition and incantation.

4. Stories of numskulls and simpletons that have exaggerated nonsense. These are sometimes called drolls.

5. Stories dealing with the real and practical world.

6. The "why" stories.

Characteristics of Folk Tales:

1. Repetition of the 3's pattern.

2. A small hero outwits a large enemy.

3. Often explain a "why" in nature.

4. Emphasis on rapid action and less emphasis on characters.

5. Impossible story events.

6. Often a "spell" involved.

7. People are either good or bad, mean or kind. Good always wins. Their is a lack of middle position.

8. There are often make believe creatures.

9. Animals have human qualities.

10. Inanimate objects are personified.

11. The ending is usually happy. A problem or predicament is overcome.

12. Problems are often caused by witches, giants, elves, wicked fairies, etc.

13. Authorship is unknown.

Many later written fairy tales were based on old folk tales. It is known that Hans Christian Andersen took some ideas from the old stories he was told by his relatives. He is one of the best known writers of fairy tales.

Charles Perrault of France is another well known writer of fairy tales. In the late 1600's and early 1700's he wrote such classics as "Little Red Riding Hood" and "Sleeping Beauty".

The word fairy comes from the Latin word fatum or fate. In old and middle french the word was feerie meaning land of fate. These could be called tales of fate telling of someone's or something's experience.

Other well known American folk tales are the Black tales known as the Uncle Remus stories which include "Tar-Baby" and "Brer Rabbit".

Folk tales and fairy tales can help children to realize that they share things in common with people all over the world. I would hate to think any child would grow up without knowing them.

Characteristics of Fairy Tales:

1. Author is known.
2. An imaginative story of wonder.
3. A story of magic set in an unreal world.
4. Events are beyond possibility.
5. Characters are definitely imaginary.
6. Everything is clear. You know where to place your sympathy.
7. Issues are quickly stated.
8. Characters act according to nature.
9. Characters are usually kings, queens, princes, princesses, giants, goblins, etc.
10. In the end good comes to glory and the evil are punished. Endings are happy.
11. Inanimate objects and animals may act like people.

Tall tales are folk tales of the United States. They have developed recently compared to most folk tales. These are characteristics of tall tales:

1. Usually one hero character of unusual size.
2. A character who can do things better and faster than anyone else.
3. The character has a challenge or hardship to overcome. He always succeeds in the end.
4. Events are exaggerated.
5. The story is humorous and silly.
6. The story is always told as if it is true, even though listeners know better.
7. Some of the characters were real people whose legends have outgrown their biographies.
8. There is realism as well as fiction.
9. There is adventure.
10. The tall tale heroes embody idealized American traits and philosophy. Most kids enjoy these folk tales since they are a special part of us and were created here.

Folk Tales and Fairy Tales

Name_____ Date_____

Both folk tales and fairy tales are types of literature classified as fantasy. These imaginative stories take place in an unreal setting. You have probably seen shows based on these tales such as "Snow White and the Seven Dwarfs" or "Hansel and Gretel". But, do you know where these stories came from?

Folk tales are believed to be about as old as language itself. These old stories date back for centuries. The authors for these stories are not known.

Folk tales come from a time when most people could not read or write. The stories were passed on by telling them to each new generation of people.

These stories were often entertainment. Sitting around a fire at night, these stories would be told.

If you look at the stories more closely, you will discover that they also told about the customs and beliefs of the people. They told about the things the common people thought were important. When you read these stories you may find many of these beliefs are still important today.

In the early 1800's in Germany, two brothers named Jacob and Wilhelm Grimm began to study folk tales as a way to study their language and history. Up until this time no one had really ever studied folklore, or, written it down. Because of these two men, others began to write down and study their folk tales for people the world over to enjoy.

These are some characteristics of folk tales:

1. The author is not known.
2. Stories are often set in an unreal world.
3. There is often a pattern of 3's - "The Three Bears," "The Three Billy Goats Gruff."
4. The events could never happen.
5. A small hero outwits a large enemy.
6. Stories often explain a "why" in nature.
7. There are make believe creatures.
8. Animals and objects have human traits.

9. Good always wins and endings are happy.

10. They sometimes tell of nonsense.

Fairy tales are different from folk tales in two basic ways. They are usually more recently written and have known authors.

Folk tales and fairy tales are alike in many ways. Many tales are classified as both types. Many fairy tales were written based on old folk tales.

Hans Christian Andersen and Charles Perrault were two famous writers of fairy tales. Perhaps you have read Andersen's "The Ugly Duckling" and "The Emperor's New Clothes" or Perrault's "Cinderella" and "Puss in Boots." Their stories are still very popular although they were written some time ago.

These are some characteristics of fairy tales:

1. The author is known.

2. An imaginative story of wonder and magic set in an unreal world.

3. Events aren't possible.

4. Characters are usually kings, queens, princes, princesses, etc.

5. Objects and animals may act like people.

6. Endings are happy. Good and kind people are rewarded. Evil, mean people are punished.

Review

1. Write, in your own words, where folk tales come from.

2. How are folk tales and fairy tales different?

3. Tell a couple characteristics of each type of tale.

4. What two German brothers started studying folk tales?

5. Name a famous writer of fairy tales.

6. What do you think you can learn from reading folk tales and fairy tales?

Tall Tales TALL TALES

Name_____ Date_____

Tall tales are well known folk tales of the United States. They have come from many different areas in our country.

These tales, like many other folk tales, describe the ideal behavior we would like to have. They also tell some of the customs of the past and beliefs people felt were important.

These tales have some definite characteristics you can identify:

1. Each tale usually has a hero character that is often of unusual size.
2. The character can do things better and faster than anyone.
3. There is usually a challenge or hardship the hero must overcome. The hero usually is successful in the end.
4. There is a lot of exaggeration - or going way beyond the truth.
5. The stories are often humorous and silly.
6. These tales have fiction and realism (parts that could be true or real).
7. There is adventure.
8. The story is always told as if it is true, but you know better.
9. Some of the characters were real people whose legends have outgrown their biographies.
10. The heroes have ideal traits.

You are going to be reading some tall tales. Here are some characters names you probably will be seeing:

Paul Bunyan & Babe
Pecos Bill & Lightening
John Henry
Joe Magarac
Stormalong
Johnny Appleseed

Review for Thought

1. hero
2. exaggeration
3. hardship
4. humor
5. fiction
6. realism
7. adventure
8. Why do you think these are called tall tales?

Ideas for Studying Folk & Fairy Tales

1. Read a different tale to the kids every day for a week to introduce them to several stories.
2. Have the students read several tales on their own and write summaries of them.
3. Study Hans Christian Andersen and his many fairy tales. See Ginn 360 Level 11 for two stories.
4. Rewrite a folk tale as a play and perform it.
5. Have students tell younger students folk tales orally.
6. Using a world map locate countries where the different stories originated.
7. Study the Grimm Brothers and their collection of tales.
8. Do a study of the 3's pattern in the folk and fairy tales. See how many examples can be found.
9. Listen to a recording of "Peter and the Wolf". Pick out the instruments used for each character.
10. Pick a folk tale and rewrite its ending.
11. Study unusual words in folk tales that may be confusing to kids. Examples:
    a. rampion - lettuce-like vegetable (Rapunzel)
    b. bairns - children (Pancake)
    c. sorcerer - magician
    d. rogue - a bad guy (Bremen Town Musicians)
    e. quern - grinder (Why the Sea is Salt)
    f. stile - stairs to climb over a wall (Old Woman and Her Pig)
12. Study African and Black American folk tales, especially the Uncle Remus tales.
13. Write a "how" or "why" story. Example - Why the Sea is Salt.
14. Compare the likenesses in these folk tales:
    a. "Tom Tit Tot" and "Rumpelstiltzkin"
    b. "Mr. Vinegar" and "Gudbrand"
    c. "Cinderella", "Tattercoats", "Little Burnt Face"
    d. "Beauty and the Beast" and "East o' the Sun & West o' the Moon"
    e. "Sadko" and "Urashima Taro and the Princess of the Sea"
    f. "Urashima Taro" and "Pandora's Box"

    Discuss different versions of the same tale and how they might have come about. Discuss different endings for the same story. Example: Little Red Riding Hood. In one version the wolf eats them. In another version the woodsman saves Red and Grandma.
15. Make books of favorite folk tales.
16. Make foods from folk tales. Examples - gingerbread men or porridge.

17. Have folk tale day. Kids can come dressed as their favorite folk tale characters.

18. Discuss imaginary folk in folk tales. Go through these with the kids. Have them draw them and also create their own creatures.

    a. troll - he has hands and feet like a duck's, a long pointed nose, many small sharp teeth and four yellow eyes.
    b. goblin - he has long toes that turn up, a short, pointed nose, many small sharp teeth, and small black eyes.
    c. gnome - he has small, narrow feet, a button-like nose, no teeth and small black eyes.
    d. elf - he has small, pointed feet, a small knob-like nose, blue pointed teeth, and pink eyes with long lashes.
    e. handre - he has big hands with long, sharp pointed claws, no nose, long yellow fangs, and big, black holes for eyes.
    f. giant - everything is huge.

    Discuss if these creatures play a good or bad role.

19. Study the Anansi tales from Africa. Have kids write more episodes or adventures for Anansi.

Ideas for Studying Tall Tales

1. Get tapes, books, or stories on any of these characters:

Paul Bunyan & Babe	Mike Fink
Pecos Bill & Lightening	Sam Patch
John Henry	Febold Feboldson
Joe Magarac	Jim Bridger
Casey Jones	Davy Crockett
Johnny Appleseed	Windwagon Smith
Stormalong	Mose
Sleugh-Foot Sue	Wild Bill Hickok
Kate Shelley	Daniel Boone

2. Have kids make a map of the U.S. showing where each tall tale character originated.

3. After children read a tall tale have them pick out and record it's parts - hero, exaggeration, hardship, etc. They could write this information on a large drawing of their character. These could be displayed on a bulletin board.

4. Create a modern day tall tale hero for Iowa.

5. Write a tall tale. Have kids make themselves be the heroes.

6. Have kids tape parts of their favorite tall tale as they read it.

7. Use the crossword puzzle on tall tales.

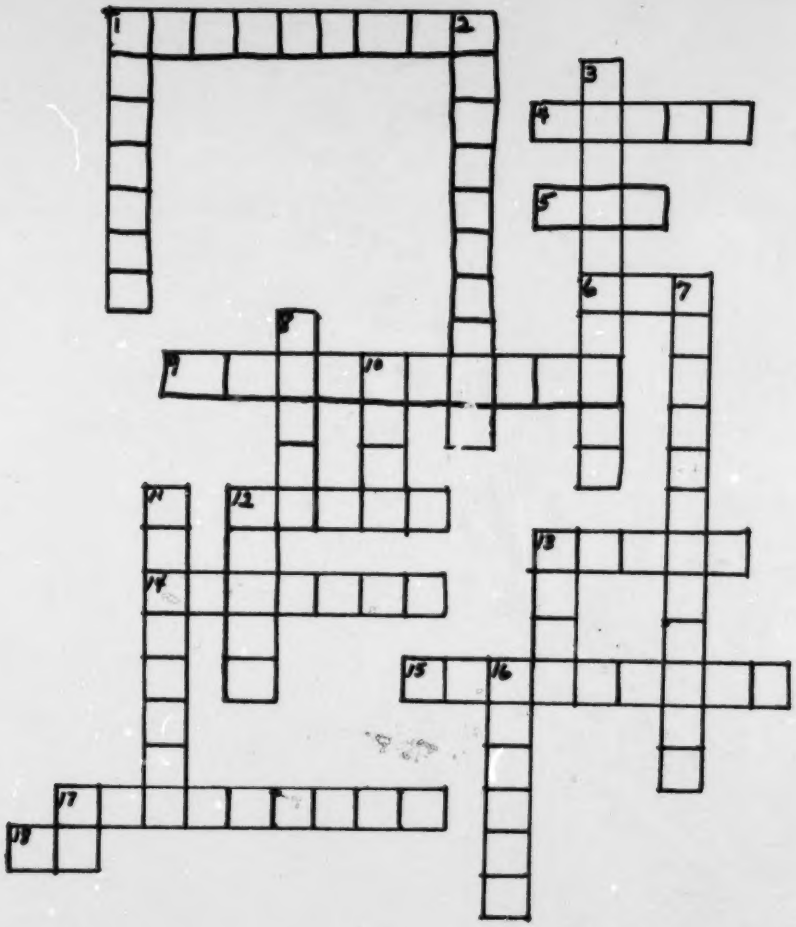
8. Discuss why most tall tale heroes are men.

FAVORITE FOLK TALES & FAIRY TALES

Little Red Riding Hood
The Elves & The Shoemaker
Jack & The Bean Stalk
Little One Eye, Two Eyes, & Three Eyes
Puss in Boots
Tom Thumb
Cinderella
Sleeping Beauty
Beauty & the Beast
The Wolf & The Seven Little Kids
Rapunzel
Hansel & Gretel
The Bremen Town Musicians
Snow White & The Seven Dwarfs
Runpelstiltskin
The Golden Goose
Snow White & Rose Red
Blue-Beard
The Fisherman and His Wife
Aladdin & the Wonderful Lamp
The Princess & The Pea
Gone is Gone
The Sorcerer's Apprentice
The Three Bears
The Old Woman & Her Pig
Henny-Penny

Peter & the Wolf
Three Billy Goats Gruff
East of the Sun & West of the Moon
Tar-Baby
Brer Rabbit
Rip Van Winkle
Sinbad the Sailor
Paul Bunyon
Babe the Blue Ox
Pecos Bill
Stormalong
Mike Fink
Davy Crockett
Johnny Appleseed
John Henry
Joe Magarac
Hiawatha
Daniel Boone
Calamity Jane
Three Pigs
Why the Sea is Salt
Why Spiders Hide in Corners
Little Fraid & Big Fraid
The Six Sillies
The Witch in the Wood
Kate Shelley

TALL TALES



Down

1. If a story is not true it is___.
2. This man was a sailor.
3. Engineering was his job.
7. To go beyond the truth.
8. If something is funny it can be called_____.
10. Bunyan's ox had this name.
11. A difficulty to overcome.
12. Casey Jones drove a_____.
13. Each character is called a_____.
16. Pecos Bill was a _____.
17. Paul Bunyan chopped trees with his_____.

Across

1. Another name for tall tales
4. These bodies of water in Minnesota were made by Bunyan
5. Stormalong lived on the____.
6. Magarac's first name.
9. This character was a logger.
12. Paul Bunyan chopped these.
13. A steelman's name was John____.
14. If a story has true parts, it has_____.
15. This character's horse was called Lightening.
17. Johney_____planted apple trees.
18. Babe was what kind of animal?

Key for Tall Tales Crossword Puzzle

Down

1. Fiction
2. Stormalong
3. Casey Jones
7. Exaggeration
8. Humor
10. Babe
11. Hardship
12. Train
13. Hero
16. Cowboy
17. Ax

Across

1. Folk tales
4. Lakes
5. Sea
6. Joe
9. Paul Bunyan
12. Trees
13. Henry
14. Realism
15. Pecos Bill
17. Appleseed
18. Ox

Fables

Fables are very old members of the folk tale family. They have special characteristics, however, that set them apart from general folk tales.

Fables are animal tales with a moral purpose coming from a time of primitive man when animals were thought to possess magical powers and perhaps be equal in ways to man.

Most fables have come from two areas of the world - Greece and India. These two places have been the sources of the more well known fables which most people read and study.

Probably the best known fable creator was Aesop. Aesop was supposedly a black Greek slave who lived in Samos in the 6th Century B.C. He has been described as a swarthy, deformed, sharp witted man. He said through his fables what he couldn't say out right.

About 300 B.C. Demetrius Phalerus supposedly wrote down these popular fables of Aesop's. In 1484 the fables were translated into English and published by a man named Caxton. The fables became popular and have remained so for their observations on man's behavior.

Fables from India called the Panchatantra or Five Books were written about 200 B.C. They are also known as the Bidpai Fables in Arabic. These fables are an interweaving of story within story. They are long stories compared to the short Aesop tales. These fables form a philosophy of life instead of just poking at an imperfection of man's nature such as Aesop's fables do.

The Jataka tales also come from the East. They involve the births of Buddha in many animal forms. Some people believe "Henny Penny" and "Tar Baby" can both be traced to stories from this source.

A very famous fable teller and writer was Jean de la Fontaine of France. His collections of fables are very well known.

Some people feel fables are the least appealing fiction to kids. I don't think that would be true if they are presented in an interesting way.

Although young children can not usually understand the abstract ideas or lessons being taught, intermediate children can. The contrasts of good and bad or wise and foolish are easily understood by 5th and 6th graders.

Fables can be an interesting example of amusing literature that allows children to begin to examine in a light way the more serious morals and values of our lives. The children can begin,

through the fable characters, to appraise their own motives and behavior.

Morals to fables may be religious, ethical, or political. Each reader can interpret the reading of a fable in a different way. It is often interesting to leave off a written moral at the end of a fable and see what the children come up with on their own.

When children realize how old fables actually are and how well they still apply to our present living, they should begin to see that fables contain the wisdom of the ages.

General characteristics of a fable:

1. Teaches a lesson about human nature.
2. The characters are usually animals, although people may be characters too.
3. Human actions and emotions are assigned to the animals.
4. The story is usually short.
5. The story usually has little or no description, but gets right to the action.
6. The animal characters are often impersonal. They do not usually have names - just hare, fox, etc.

Following are some fables and ideas for teaching fables.

You may want to brainstorm popular morals together, or, use the list I have included.

THE FABULOUS FABLE

Name_____ Date_____

At sometime in your life you have probably heard a popular saying that comes from a fable. Have you heard someone say, "Don't count your chickens before they hatdh," or "Necessity is the mother of invention"? These sayings and many others are lessons that were being taught in fables.

What is a fable? A fable is a very old animal tale that is trying to teach you a lesson. Another name for this lesson is a moral.

These are characteristics of a fable:

1. It teaches a lesson about human nature.
2. The characters are usually animals, although people may be characters too.
3. The animals act like human beings and show human emotions.
4. The story is usually short.
5. The story gets right to the action.
6. The animal characters usually do not have names.

The most famous fable teller was a man called Aesop. He created his fables in the 6th Century B.C. in Greece. Aesop was a black slave who lived in Samos. He used his fables to say what he could not say straight out. By saying his stories he was able to make comments about the behavior of people around him.

Many people have since written down or translated these old stories of Aesop's for us to enjoy.

Other famous fables also came from India and later on from France where a man named Jean de la Fontaine became a famous fable teller.

You, too, can enjoy these old fables and learn from them. You will probably discover that man today still has the same problems.

Review

1. Tell in your own words what a fable is.

2. What is a moral?

3. Who is the best known creator of fables?

4. Characters in fables are usually_____who act like_____.

THE MILLER, HIS SON, AND THEIR DONKEY

A miller and his son were driving their donkey to a neighboring fair to sell him. They had not gone far when they met a group of girls returning from town laughing and talking together.

"Look there!" cried one of them. "Did you ever see such fools, to be trudging along the road on foot, when they ought to be riding!"

So the man put the boy on the donkey, and they went on their way. Presently they came up to a group of old men in earnest debate. "There!" said one of them. "That proves exactly what I was saying. No one pays any respect to old age in these days. Look at that idle young rogue riding, while his poor old father has to walk. Get down, you lazy lout, and let the old man rest his weary limbs."

The miller made his son dismount, and got on the donkey's back in his place. And in this manner they proceeded along the way until they met a company of women and children.

"Why, shame on you, lazybones!" they cried. "How can you ride while that poor little lad can hardly keep up with you?" The good miller, wishing to please, took up his son to sit behind him.

But just as they reached the edge of the village a townsman called out to them: "I have a good mind to report you to the authorities for overloading that poor beast so shamelessly. You big hulking fellows should better be able to carry that donkey than the other way around.

So, alighting, the miller and his son tied the beast's legs together, and with a pole across their shoulders, carried the donkey over the bridge that led to the town. This was such an entertaining sight to the townsfolk that crowds came out to laugh at it. The poor animal, frightened by the uproar, began to struggle to free himself. In the midst of the turmoil the ass slipped off the pole and over the rail of the bridge into the water and was drowned.

MORAL: TRY TO PLEASE ALL AND YOU END BY PLEASING NONE

Aesop's Fables

THE LION AND THE MOUSE

A lion was asleep in his den one day, when a mischievous mouse for no reason at all ran across the outstretched paw and up the royal nose of the king of beasts, awakening him from his nap. The mighty beast clapped his paw upon the now frightened little creature and would have made an end of him.

"Please," squealed the mouse, "don't kill me. Forgive me this time, O King, and I shall never forget it. A day may come, who knows, when I may do you a good turn to repay your kindness." The lion, smiling at his little prisoner's fright and amused by the thought that so small a creature ever could be of assistance to the king of beasts, let him go.

Not long afterward the lion, while ranging the forest for his prey, was caught in the net which the hunters had set to catch him. He let out a roar that echoed through the forest. Even the mouse heard it, and recognizing the voice of his former preserver and friend, ran to the spot where he lay tangled in the net of ropes.

"Well, your majesty," said the mouse, "I know you did not believe me once when I said I would return a kindness, but here is my chance." And without further ado he set to work to nibble with his sharp little teeth at the ropes that bound the lion. Soon the lion was able to crawl out of the hunter's snare and be free.

MORAL: NO ACT OF KINDNESS, NO MATTER HOW SMALL, IS EVER WASTED

THE GOOSE WITH THE GOLDEN EGGS

A farmer went to the nest of his goose to see whether she had laid an egg. To his surprise he found, instead of an ordinary goose egg, an egg of solid gold. Seizing the golden egg he rushed to the house in great excitement to show it to his wife.

Every day thereafter the goose laid an egg of pure gold. But as the farmer grew rich he grew greedy. And thinking that if he killed the goose he could have all her treasure at once, he cut her open only to find - - - nothing at all.

MORAL: THE GREEDY WHO WANT MORE LOSE ALL

Aesop's Fables

THE CROW AND THE PITCHER

A crow, so thirsty that he could not even caw, came upon a pitcher which once had been full of water. But when he put his beak into the pitcher's mouth he found that only a little water was left in it. Strain and strive as he might he was not able to reach far enough down to get at it. He tried to break the pitcher, then to overturn it, but his strength was not equal to the task.

Just as he was about to give up in despair a thought came to him. He picked up a pebble and dropped it into the pitcher. Then he took another pebble and dropped that into the pitcher. One by one he kept dropping pebbles into the pitcher until the water mounted to the brim. Then perching himself upon the handle he drank and drank until his thirst was quenched.

MORAL: NECESSITY IS THE MOTHER OF INVENTION

Aesop's Fables

THE PARTRIDGE AND THE CROW

(From the Panchatantra & Bidpai Fables)

A crow flying across the road saw a partridge strutting along the ground. "What a beautiful gait that partridge has!" said the crow. "I must try to see if I can walk like him".

She alighted behind the partridge and tried for a long time to learn to strut. At last the partridge turned around and asked the crow what she was about. "Do not be angry with me," replied the crow. "I have never before seen a bird who walks as beautifully as you can, and I am trying to learn to walk like you."

"Foolish bird!" responded the partridge. "You are a crow, and should walk like a crow. You would look silly indeed if you were to strut like a partridge".

But the crow went on trying to learn to strut, until finally she had forgotten her own gait, and she never learned that of the partridge.

Be yourself if you want to be your best.

THE CRICKET AND THE ANT

(From the Fables of LaFontaine)

All through the summer the cricket sang. He sang in the grass when they planted the seed. And he sang in the grass when the flowers bloomed. Why should a cricket work on a sunny day, when he could sing and dance and play? In the early fall when the seeds were blowing in the air and the cricket chirped his song. But when winter came, and the cold winds blew, the merry little cricket had nothing to eat and nowhere to go.

So he hopped to the house of his neighbor, the ant, who had worked all summer storing up her food for the winter. He knocked at the door and cried, "Oh dear! Oh dear! I am starving, hungry, starving! Kind ant, will you lend me some seeds to live on until spring? And I will give you five seeds in the spring for every seed you give me today."

But the ant was practical - as ants are. "What did you do in the summer when the days were warm and the flowers were going to seed?" asked the ant. "What did you do in the early fall when the seeds were blowing through the air?"

"Night and day I sang," said the cricket. "You sang!" said the ant. "Then now you can dance to your own music. I will eat the seed I gathered and the house I have built will keep me warm. Maybe your dancing will keep you warm in the snow."

MORALS, MORALS, MORALS

The following are some very well known morals that have come from fables. How many of them have you heard? Can you think of others not included?

Pick a moral and write a fable to go with it.

1. Haste makes waste.
2. Don't count your chickens before they're hatched.
3. A bird in the hand is worth two in the bush.
4. You can't judge a book by it's cover.
5. He who hesitates is lost.
6. Once bitten, twice shy.
7. Look before you leap.
8. Many hands make light work.
9. Too many cooks spoil the broth.
10. Don't cross your bridges until you come to them.
11. Try to please all and you end pleasing none.
12. No act of kindness, no matter how small, is ever wasted.
13. The greedy who want more, lose all.
14. Necessity is the mother of invention.
15. A stitch in time saves nine.
16. Pride goes before a fall.
17. Gentleness accomplishes what force can not.
18. It does not pay to pretend to be what you are not.
19. Little friends may prove great friends.
20. A liar will not be believed even when he speaks the truth.
21. Flattery will get you no where.
22. Don't trust flatterers.
23. The gods help them that help themselves.
24. Self conceit may lead to self destruction.
25. Good things come in small packages.
26. Little by little does the trick.
27. Slow and steady wins the race.
28. Fine feathers do not make fine birds.
29. It is easier to suggest a plan than to carry it out. (Also) Easier said than done.
30. It takes time to win success.

Ideas for Studying Fables

1. Have children read the fables included and any others you can find in your own library. Have them pick out the important parts of a fable after they read some of the examples.

2. Have children write their own original fables. They may choose from examples of morals, or, make up their own moral for their story.

3. In Ginn 360 Level 11 are two fables that can serve as a springboard for activities. These two fables can also be found in most libraries, so, if you do not use the Ginn reading series, you may still locate them. The two fables are "Androcles and the Lion" and "Andy and the Lion". The first was written by a Greek man, Apion, 2000 years ago. The second fable is a modern version of "Androcles" written by James Daugherty. Comparing and contrasting the two fables makes a very good activity.

   The fables can also serve as a basis for this activity. Have children read some old fables. Then they must pick one and write a modern version of it such as Daugherty did with "Andy and the Lion".

4. Other popular fables to have the kids read:

   The Fox and the Crow
   The Town Mouse and the Country Mouse
   The Dog in the Manger
   Belling the Cat
   The Wind and the Sun
   The Fox and the Grapes
   The Hare and the Tortoise
   The Crow and the Pitcher
   The Milkmaid and Her Pail

Myths and Legends

Myths and legends have come from a time when primitive man had only his practical experience, observation and imagination to help him understand his world. He invested everything with life and created gods to worship.

Man created myths and legends to help give order to his life and explain the great mysteries around him. These myths held people together in common beliefs, customs, morals and hero cults. They were part science, part religion, and part social and moral code.

These myths and legends have been handed down and retold in the oral tradition. Although very old, they are still much a part of us to which references are often made.

A myth is a story invented by people to explain natural phenomena they observed in the world around them. It can give a world view of a people and explain their practices and beliefs.

A legend, although like a myth in many ways, is a story believed to be based on an historical event that has been handed down. They are sometimes described as popular myths of more recent origin.

Myths and legends have:

1. natural, supernatural, and magical characters.
2. gods as main characters.
3. gods who looked like humans.
4. gods who have supernatural powers over nature and good and evil.
5. gods who could be troublesome or helpful.

Although Greek, Roman, and Norse mythology is more well known, other societies and groups of people have had their myths and legends as well. Children enjoy reading legends from other people, too, such as the North American Indian Legends.

Epics and Hero Tales

An epic is a poem telling the story of heroic men and their deeds. They were often told by minstrel poets such as Homer.

A saga is like an epic, but it is in prose form and often refers to heroic tales of the Northmen.

A hero tale can be either epic or saga. It is a story about a recent hero whose biographical data can more or less be verified. The tale has been exaggerated beyond reality and has acquired much out of myth and folk tale.

Epics, sagas, and hero tales all come from old, handed down stories. They come from a time when the ages produced legendary heroes that became a mixture of fact and idealized fiction. They are tales that have grown out of myths. The interest shifts from gods to human heroes.

These tales are strongly national. They tell the moral code of a nation and era.

"Gilgamesh" is thought to be the oldest epic which dates back to 3000 B.C. "The Iliad and the Odyssey" by the blind Greek poet, Homer, is believed to have been written about 1000 B.C.

These are general characteristics of an epic or hero tale:

1. Cycles of stories centering on a human hero
2. Hero must perform impossible tasks without complaining.
3. He eagerly faces dangers such as conflicts with monsters,etc.
4. The hero relies on the help of Gods and others to perform his tasks.
5. The hero suffers, but endures to the end.
6. There is a great ideal in one hero.
7. It is filled with action and adventure.
8. Courage and loyalty are highly honored.

These are well known epic and hero tale characters:

Odysseus	King Arthur	Hercules
Perseus	Beowulf	St. George
Sigurd	Gilgamesh	Roland
Robin Hood	Jason	

Children will find these characters very interesting and they will learn what characteristics in men were held high by the common people.

MYTHS, LEGENDS, EPICS & HERO TALES

Name_____ Date_____

Early man often did not know the reasons for why things happened in his world. In order to explain the happenings of nature, he made up myths.

Not only did myths explain science for early man, but were the basis of his religion, customs, and moral laws.

The myths were passed down by word of mouth from generation to generation.

Stories believed to be based on something that actually happened were told and expanded. These stories are called legends.

Many of the myths and legends you might know probably are Greek, Roman, or Norse. These people had a very extensive mythology (they had a lot of myths). These myths were filled with the stories of the super gods that they worshipped. You would enjoy reading about all these gods and goddesses. Zeus, Thor, Athena, and Mars are just a few of them.

Other groups of people, such as the North American Indians, also had a large oral tradition of myths and legends. Many of their myths explain items in nature.

As man went on in history, he began to value human heroes as he grew to trust and value himself. The interest in stories shifted from gods to human heroes. These tales of heroes and their deeds have come to be called epics, sagas, or hero tales. An epic is written in poem form. A saga is written in prose form. A hero tale can be in either form. However, it is usually a story about a more recent hero whose biographical data can be proven.

These stories, too, were passed down by oral tradition. They expressed the ideals of people and described characters they looked up to.

You might enjoy reading about some of these heroes: Odysseus, Perseus, Robin Hood, King Arthur, Jason, Roland, Hercules or Sigurd.

Tell in your own words what these are:

1. myth _____
2. legend _____
3. epic _____
4. saga _____
5. hero tale _____

Ideas for Studying Myths, Legends, Epics & Hero Tales

1. In Ginn 360 Level 10 is a Cree Indian myth entitled "How Beaver Got His Fine Fur". It is an excellent example of a myth created to explain natural phenomena. After reading it, or any other similar myth, have students write their own "why" myths. Here are some possible ideas:

    a. How the stars began to twinkle?
    b. Why a zebra has stripes?
    c. Why a turtle has a hard shell?
    d. Why the porcupine has quills?
    e. How the moon got in the sky?
    f. Why a rose has thorns?
    g. Why does the wind blow?

2. In Ginn 360 Level 10, "Kapoii and the Owl King" and " The Magic Bagpipe" are considered types of legends. Discuss why they are called legends and not myths. They are supposedly based on an historical event. Have students try writing legends based on some historical event in our country's history, or, on an event in their family's history.

3. Have children read and research Greek, Roman and Norse mythology as a project. Have them compare their likenesses and differences. Have them draw pictures of the various gods and goddesses and report what job each one had.

4. Research how mythology influenced the naming of the stars, planets, etc. What are the stories behind the constellations?

5. Keep track of references made to mythology in our daily lives. Everyone could really concentrate on looking for these for a week or so and a class list could be compiled.

6. Read to the children, or have them read famous hero tales such as "Ulysses and the Cyclops," "Jason and the Golden Fleece," or "Robin Hood." Have them act out parts of these stories.

7. Create a hero and write a hero tale or an epic poem about the hero. The poem might be harder, but would be interesting.

Historical Fiction

This form of literature is necessary for children because it helps them develop a sense of time and place in history. Time is a difficult concept for children to understand. Historical fiction can aid them in getting their life span into perspective with those who have lived long before them.

Historical fiction can make facts from texts come alive and prove to children that history is people.

Reading about the problems and difficulties of past generations can help children to understand the problems and difficulties of today.

Kids are usually entranced by studies of earlier times. There are many valuable lessons and insights to be learned from past happenings. So as a teacher, capitalize on the children's interests of the past to help them apply what they learn to now.

Basic features of historical fiction:

1. A story, not fact, but based on real facts, events, and people in history.
2. The people, places, and events seem as real as people, places, and events of today.
3. The past is vividly recreated.

In good historical fiction, there must be true authenticity. The characters must have no modern attitudes. The story must be true to the place, period, and people of the time.

There are three main types of historical fiction:

1. History itself is the center of history. The story is written around a pivotal point in man's history, such as a great war. An example would be the book Johnny Tremain.
2. Factual history takes second place to the human values involved. There is more concern with human aspects of history than the events themselves. An example would be the book Rifles for Watie.
3. Stories are set in the past, but no historical event is involved. An example would be the book Caddie Woodlawn.

Most young children start enjoying type 3 first and move into type 2 and 1 in fifth or sixth grade.

Following are some ideas for teaching this literature form and having children enjoy it.

Historical Fiction

Name_____ Date_____

Historical fiction will be an easy and enjoyable form of literature for you to get to know. You probably have come in contact with historical fiction many times before without knowing it. Many t.v. programs and movies you watch can be called historical fiction. What does that mean? Let's find out.

You should be able to figure out the root word of historical. It's history. History is the written record of man's life. You should also recognize the word fiction. It is a story that is not true, but made up. Putting the two together you should be able to guess that historical fiction must be a made up story that has something to do with history.

An historical fiction book is a type of book based on real facts, events, or people that have occurred in history. Although based on real events, the story has fictional parts to it that are not real or that have been exaggerated or added. The past is vividly created for you, and the people, places, and events seem to put you back in the setting of the story.

Many t.v. shows and movies have been based on historical fiction books or have been written around an idea dealing with something in history. Can you think of some shows you have seen of this type?

You are going to be reading an historical fiction book. To help you find one you may really like, please list any event in history you are interested in below. We will then look for a book set in one of those time periods when you go to the library.

In your own words can you now write a definition for historical fiction literature? Give it a try below.

Historical Fiction

Name_____ Date_____

Title of Book_____

Author_____

Setting (Time period and place)_____

_____

Historical fiction is a type of book based on real facts, events and people that have occurred in history. Although based on real events, it also has fictional parts to it that are not real or that are exaggerated or added.

Tell five things about your book that could have been based on real happenings in the past.

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

4._____

_____

_____

5._____

_____

_____

Tell five things about your story that were fictional.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

On another sheet of paper draw something interesting you enjoyed reading about from your historical fiction book.

Ideas For Studying Historical Fiction

1. Have students interview a grandparent, parent, or other relative concerning an event in their family's history. Use the incident or event as the basis for an original historical fiction story. Remind students that they may add interesting ideas they come up with to make the story more exciting or interesting.

2. After reading an historical fiction book set in a particular era or centered around a major historical event, have students look up more information about that era or event and write or report his additional information.

3. Have students make time lines which show the years or era covered by their historical fiction book.

4. Have students act out an historical fiction story from their reading book. Examples would be "Winter Danger" and "Day They Stayed Alone" found in Ginn 360 Level 11.

5. Give students story starters. For example:

   The year was 1800. You and your family are traveling by covered wagon over the mountains to your new home in the west. Tell about some experiences on the trail.

   The Civil War has just started. Your father and brother have gone to enlist in the Union Army. What will happen to you and your mother? What will happen to your father and brother during the war?

Biography

A biography is the story of a person's life. It relates facts true to the life of a person in such a way that the person seems real. Being based on true facts, real people and real events come alive for children. A good biography gives the strengths and weaknesses of a person while still helping the reader to understand how interesting or important the person really was.

A good biography must be authentic. The writer must do indepth research on his subject and truly love that subject so the person may be presented to children in a correct manner.

In many juvenile biographies some conversations and scenes are made up based on the record of the person's life. If this can be done well, it will add to the story. Children may question how it is known what these people actually said. Be sure to explain that some of the dialogue is based on accounts of the person's life and is a probable example of what actually happened.

Biographies allow children to identify with a hero to keep their interest in heroes alive. Reading about a hero's difficulties and achievements can give a child a clearer picture of his own problems and goals.

Reading biographies allows children to acquire more knowledge of themselves, a greater awareness to the needs and struggles of others, and a realization that achievement is worth it despite the trials and hardships. Children will see that problems of race, handicaps, and environment encountered in biographies are problems that they still must face today. Reading how someone else handled their hardship may someday help the child to handle that problem himself.

Following are some materials for use when studying biographies.

What is a Biography?

Name_____ Date_____

A biography is the story of a person's life as written down and recorded by someone who has really studied that person's life. It is based on true facts from the person's life. Reading biographies will help past people come alive for you.

Now days many biographies are written about people who are still alive. So, don't think the person must be dead in order for the book to be a biography.

A biography can also give you information about history. You can learn about the time period the person lived in.

An autobiography is the story of a person's life as written down by the person himself. These can be very interesting stories because the author can give more details. After all, the incidents happened to him.

Libraries usually have an area of the library especially for biographies. Many libraries also have newer biographies located under subject categories such as sports or history. See if you can locate the biographies in the school library.

You are going to be reading a biography. To help you decide who you might like to read about, put a check by any of the following names of people you would like to know more about. List any others you have in mind. Then you may look for these in the library.

Famous Women

Jane Addams
Mary Bethune
Elizabeth Blackwell
Florence Nightingale
Eleanor Roosevelt
Sojourner Truth
Harriet Tubman
Helen Keller
Amelia Earhart
Queen Elizabeth
Laura Ingalls Wilder

Others:_____

_____

Scientists

Benjamin Banneker
Alexander Bell
George Washington Carver
Thomas Edison
Albert Einstein
Galileo
Isaac Newton
Louis Pasteur
Jonas Salk
Madam Curie

Others:_____

_____

Other Famous Men

Louis Braille
Amos Fortune
Orville & Wilbur Wright
Crispus Attacks
Peter Zenger
Charles Lindbergh
Geronimo
Pocahontas
Squanto
Blackhawk
Mark Twain
Alan Shepherd
Neil Armstrong
Walt Disney

Others_____

_____

_____

_____

Political Leaders

Ben Franklin
U. Grant
Patrick Henry
Thomas Jefferson
Andrew Jackson
Robert E. Lee
Abe Lincoln
William Penn
Franklin Roosevelt
George Washington
Harry Truman
Herbert Hoover
Winston Churchill
John Kennedy
Julius Caesar
Hubert Humphrey
Adolf Hitler
Lenin

Others_____

_____

_____

_____

Sports

Babe Ruth
Mickey Mantle
Hank Aaron
Reggie Jackson
Pete Rose
Rod Carew
Joe Namoth
Roger Staubach
Fran Tarkington
Arthur Ash
Chris Everett
Billy Jean King
Bill Russell
Jack Nickalaus
Bruce Jenner
Evil Knievel
Dorothy Hamil
Olga Korbut

Others_____

_____

Explorers & Adventurers

Francis Drake
Christopher Columbus
Meriwether Lewis
William Clark
Daniel Boone
Jim Bridger
Davy Crockett

Others_____

_____

Musicians & Artists

Louis Armstrong
Beethoven
Mozart
Stephen Foster
Michalangelo
Leonardo da Vinci
Picasso
Beatles

Others_____

_____

Focus on a Biography

These questions will help you think about the person you have been reading about in your biography book. They should be used to help you write your report.

1. What is the person's name?_____
2. When did he or she live?_____
3. Where did he or she live?_____
4. What kind of home did they come from_____

   _____
5. How were their lives different from yours?
   a. Clothes_____
   b. School_____
   c. Spare time_____
   d. Parents_____
   e. Their part in family_____

      _____
6. Describe the happiest or funniest thing that happened to this person._____

   _____

   _____
7. Did sad or disappointing things ever happen to them? Tell one or two incidents_____

   _____

   _____
8. What were some of the strengths and weaknesses of this person?_____

   _____

   _____
9. If you could choose one thing this person did which you would especially like to do, what would it be?_____

   _____

10. Did this person play an important part in the development of our country? If so, can you explain how they were important to our nation?_____

_____

_____

11. What important contribution did this person make to our world?_____

_____

_____

12. Describe the character of this person. What was the person like? How do you feel about the person?_____

_____

_____

_____

13. What did you learn from reading this biography? Any lessons?

_____

_____

_____

_____

14. Would you recommend this biography to others? Why or why not?_____

_____

_____

_____

_____

15. Who wrote the biography?_____

Ideas For Studying Biographies

1. After the children have read and studied a biography, hold a "Biography Bash". Have children dress up as the people they read about and report orally to the class what they have learned about their person. They must speak as if they are the real person. Invite parents! Both the kids and parents will enjoy the activity.

2. Have the children write a biography of someone they like or admire. It can be a relative, friend, or someone famous.

3. Write autobiographies. Share them with the class. Draw pictures to go with them for display. Have kids bring snapshots of themselves and family.

4. These stories in Ginn 360 texts can be used for studying biographies: "The Real Ugly Duckling," " A Remarkable Man," "Barnum's First Circus," and "The Day They Stayed Alone".

5. Discuss career interests with students. Help them find books about someone famous in whatever field interests them.

6. As a class, make a map showing where all the people lived that were read about in their biographies.

7. Create a class mural of all the people read about in their biographies.

8. Examine a biographical dictionary. Discuss how to use it. Make a small biographical dictionary of everyone in the room.

9. Have students write a <u>future</u> biography or autobiography for a friend or themselves. In fifty years what would their biography read?

Science Fiction

Science fiction is a special category of fantasy. It supposedly is based on scientific facts or theories that are taken beyond what is now known to be true. They often have settings in the future, although that is not always necessary.

In my opinion, science fiction is a literature that will continue to grow and become increasingly popular with children. Movies like "Star Wars" or "Close Encounters" make children interested in reading this type of science fiction. Children always seem to be entranced by the strange and the different ideas science fiction offers up to them.

Some juvenile science fiction literature is oversimplified and quickly outdated. Many are not too scientifically oriented. Books like the Miss Pickerall series are not scientific, but they are still enjoyable and entertaining. It can be pointed out to kids how fast our scientific knowledge is growing as well as our space technology. Some of the outdated books used to be "real" science fiction.

Science fictions offer all kinds of interesting thoughts and problems. The sea, space, ecology, scientific experiments with men and animals, and computers are all possible topics. Children not only enjoy reading science fiction, but writing it as well.

From science fiction, children can learn that no matter what or where, man will still be concerned with living in harmony and he will still have the need to understand himself. They can also learn that to dream wild ideas may be the beginning of something that will become a reality.

Teacher Center

SCIENCE FICTION

Name_____ Date_____

Science fiction is a special kind of fantasy. No doubt you have seen t.v. shows and movies classified as science fiction. But have you ever read a science fiction book?

Science fiction stories are usually based on some scientific facts or theories and then the ideas are taken way beyond what is now known to be true. The imagination of the science fiction writer is a creative and wild one. He is introducing to you possible happenings that have not yet occurred. That is usually very interesting.

The sea, space, ecology, scientific experiments, and computers are all possible science fiction topics. Maybe you are already thinking of some good ideas for a science fiction story.

Let's get some ideas down:

1. Think of a possible topic._____

   _____

2. Pick your setting. Future? Past? Here? Outer space? An unknown land?_____

   _____

3. Think of some characters and their names_____

   _____

4. Build your plot. What are they doing? Do they have a problem to solve? Is anything exciting or dangerous going on? Put down some quick ideas._____

   _____

   _____

   _____

5. Don't forget a title._____

Now, you should have a good start on your story idea. On your own paper, write your full science fiction sotry. Remember - be creative! Let your imagination run wild!

If you have a topic you'd like to read more about to get some ideas, check the library. You may find some interesting information to build into your story.

SCIENCE FICTION

Name_____ Date_____

Book Title_____

Author_____

Characters and their descriptions_____

_____

_____

Setting_____

_____

_____

Plot_____

_____

_____

_____

Favorite Part_____

_____

_____

What part was based on something scientific?_____

_____

_____

Do you feel this science fiction story could ever become true?
Why or why not?_____

_____

_____

Did you like the story? Would you recommend it to others?_____

_____

Ideas for Studying Science Fiction

1. Have students make a list of t.v. shows and movies they've seen that could be classified as science fiction. Discuss. Which ones were really enjoyed? What made them so good? (Look out. The kids will want to talk on these forever.)

2. Write original science fiction stories. Here are some possible story starters:

    a. You are home listening to the radio when you hear . . . "We interrupt this program to tell you that an unusual spaceship has just landed in the city park." You rush out of the house and race down the street to the park.

    What do you see?

    What is inside the spaceship?

    Where did it come from?

    Describe in detail what happens.

    b. The year is 2050. Your work as a city planner is exciting. You have been asked to create an ideal city of the future.

    What will you name the city?

    What will the buildings look like?

    Where will people live, work and play?

    What makes this city ideal?

    c. You have volunteered to take part in Professor Time's past-future experiment. You get into the time machine and see two buttons. The blue button when pressed will send you back in time. The red button will send you into the future.

    Which button will you push? Why?

    What will you see and do?

3. Have students draw pictures to go with the stories. If you do story starter b you could have them actually build the future city in model form.

4. Listen to the record "2525" by Zegar & Evans. It can be used for discussion before kids write their own stories.

5. Use info being studied in astronomy in science to use as the basis for science fiction stories.

6. Get a copy of "War of the Worlds" and discuss what happened when it was played on the radio.

7. Popular science fiction books you might suggest for reading are:

   A Wrinkle in Time - Madeline L'Engle

   Farmer in the Sky - Robert Heinlein

   Dolphin Island - Arthur C. Clarke

   The Twenty-One Balloons - William Pène du Bois

   Down to Earth - Patricia Wrightson

Mystery Stories

Mysteries have been popular to people of all ages for a long time. They never seem to lose their intrigue. People love being afraid and held in suspense.

T.V. has helped to renew interest in books on Sherlock Holmes, The Hardy Boys and Nancy Drew to name just a few.

Mystery stories seem to fall into two types:

1. Crime and detection
2. Supernatural events

The "Who Done It?" is very well-liked. Kids enjoy trying to figure out the guilty party.

Supernatural mysteries are always popular too. They can be thrilling and very exciting.

Writers like Alfred Hitchcock, who were masters at writing both types of mysteries, wrote some mystery collections which intermediate kids usually like. Even though the reading may be difficult for some, they still seem to enjoy them.

These are usually the elements of a mystery story:

1. Excitement
2. Clues
3. Crime
4. A strange happening
5. Detection
6. Suspense

Creating suspense is often done in one of the following ways:

1. The character expresses his worries.
2. There is a blocking of action
3. A character's own feelings of fear or uncertainty creates suspense.
4. The character gets very close to figuring something out.
5. There is immediate danger to the character with or without him knowing.

WHAT IS A MYSTERY?

Name_____ Date_____

My book's title:_____

_____

The author:_____

1. Excitement_____

_____

_____

2. Clues_____

_____

_____

3. Crime or a strange, mysterious happening_____

_____

_____

4. Detection (How was the mystery solved?)_____

_____

_____

5. Suspense_____

_____

What type of mystery was your book?

1. Crime and detection?_____
2. Supernatural Events?_____

Did you figure out the mystery or was the ending a surprise?_____

_____

Draw your favorite part of the mystery

Mystery Story Starters

1. You are Sherlock Holmes and you and Doctor Watson have just been called in on a double murder mystery. Can you find out who did it?

2. Lightfingers Lenny is planning to steal the Dutchess' diamonds. What is his plan? Will you, the chief detective be able to catch him?

3. Recently, you have noticed the light on your neighbor's porch blinking frequently. You suddenly realize there are patterns in the blinking. The light is sending a code. What are the messages saying? What is going on?

4. It is a dark and foggy night. Your car has broken down and you must walk for help. You can't see a thing, but you hear strange footsteps and noises coming behind you.

5. You go to visit your Great Aunt. She supposedly lives in a haunted house. What happens while you are staying there?

6. As you and your father were riding in the car one day, single words appeared down the road divider. As you read them, the words gave directions. You and your father followed the directions. What happened to you?

7. You are camping overnight with your friends. You hear a terrible scream. What happened?

8. The bank has just been robbed. You witnessed it, but the robbers were wearing masks. How will you help the police solve the case?

9. A ship known to be carrying a cargo of expensive paintings from Europe has disappeared. It is your job to locate the ship and find out what happened.

10. Someone has been making mysterious phone calls to members of your family. You are determined to find out who it is and why they are doing it.

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The Anthology of Children's Literature Edna Johnson, Evelyn Sickels & Frances Sayers c 1959, Houghton Mifflin Co., Boston

Ginn 360 Reading Series Teacher's Editions and Texts - Levels 8-11.

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